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ABSTRACT

This publication describes the Academy for Educational Development's (AED's) vision and work in school-to-work transition and related areas. School-to-work transition is defined, and components of a successful school-to-work transition system are listed. The National Institute for Work and Learning (NIWL) is currently conducting an extensive study of school-to-work transition reforms, funded by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). A map identifies AED sites that are part of the OERI study. Fourteen exemplary programs are described. A narrative description is followed by a short list of key features and contact name and telephone number for additional information. These programs are included: Mt. Edgecumbe High School, Sitka, Alaska; Student Career Opportunity Paths in Education, Veradale, Washington; Youth Transition Program, Eugene, Oregon; Graphic Arts Academy, Pasadena, California; East San Gabriel Valley Regional Occupational Program, East San Gabriel, California; Roy High School, Roy, Utah; Metro Tech Vocational Institute, Phoenix, Arizona; Tiger, Inc., Rothsay, Minnesota; Kalamazoo Valley Consortium Education for Employment Program, Kalamazoo, Michigan; Patterson Career Center, Dayton, Ohio; Shawnee High School's Aviation Magnet, Louisville, Kentucky; Baltimore Commonwealth, Baltimore, Maryland; Comprehensive Employment Work and Transition, Charlottesville, Virginia; and Performance-Based Diploma Program, Fort Pierce, Florida. Lists of 15 AED papers and products on school-to-work transition and 4 other AED resources are provided. (YLB)

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ED 384 815

School to Work

Making the Transition

"Creating a national network of school-to-work programs is our common attempt to address perhaps the greatest challenge of our times for Americans — how to make the dramatic economic changes occurring all over the world work for our own people... and give life to their aspirations."

— President Bill Clinton

CE 067 542

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Office of Educational Research and Improvement
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The quote on the cover is taken from remarks made by President Clinton on May 4, 1994, at the signing of the School-to-Work Opportunities Act of 1994.

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Academy for Educational Development

The Academy for Educational Development (AED) is an independent, nonprofit service organization committed to addressing human development needs in the United States and throughout the world. Founded in 1961, AED works in partnership with its domestic and international clients to meet today's social, economic, and environmental challenges. AED's expertise lies in the interconnected areas of education and human resource development: applying state-of-the-art education, training, research, technology, management, behavioral analysis, and social marketing techniques to solve problems, and helping people throughout the world develop the knowledge and skills to reduce poverty, stimulate growth, and promote democratic and humanitarian ideals.

National Institute for Work and Learning

The mission of the National Institute for Work and Learning (NIWL), an institute of AED since 1988, is to bring the work, education, government, and community sectors together around the shared goal of creating more effective working relationships among institutions in the interest of individuals and society as a whole. NIWL accomplishes its mission through research, program documentation and evaluation, technical assistance and training, and information networking.

NIWL is currently conducting an extensive study of school-to-work transition reforms, funded by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). Through its research, NIWL aims to provide information to practitioners and policy makers by preparing case studies of exemplary programs, commissioning and writing research papers, co-sponsoring a national conference on school-to-work transition, and producing a series of products for practitioners. The project is guided by an advisory group comprised of the following individuals:

Paul Barton
Director
Policy Information Center
Educational Testing Service

Cynthia M. Bell
Director of Vocational Education
District of Columbia Public Schools

Cynthia Brown
Director
Resource Center on Educational Equity
Council of Chief State School Officers

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Jobs for the Future

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National Center for Research in Vocational Education
University of California, Berkeley

Rafael Valdivieso
Vice President
Academy for Educational Development

This publication describes AED's vision and work in school-to-work transition and related areas, and provides contact names and numbers for those who would like additional information.

Defining "School-to-Work Transition"

What is school-to-work transition? Like any other transition, it is a process—the process young Americans go through when they leave school for employment. It is a transition that has become more complex as the global economy offers both more options and more demands in terms of preparation. The days when an unskilled high school graduate could walk from the classroom to a decent manufacturing job are long gone.

What we call school-to-work transition is really preparation for life...preparing young people to think critically, to be excited about lifelong learning, to engage in high-skill careers, and to become productive, involved citizens.

— Stephen F. Moseley
President and CEO
Academy for Educational
Development

So what do we mean by a successful transition today? When the National Institute for Work and Learning of the Academy for Educational Development defines school-to-work transition, we are striving toward a larger vision of the systems and policies that must be in place. Every young person, regardless of his or her plans after high school, deserves support and guidance to make this difficult transition. No single path is right for all students: the true test of a school-to-work transition system is whether or not it provides the context, information, and resources students need to make choices, and supports them as they strive toward their goals.

What are the Components of a Successful School-to-Work Transition System?

School-to-work transition is a system which provides opportunities for youth to develop knowledge, skills, and credentials that enable them to move successfully between the worlds of education and meaningful work. Successful programs generally include some or all of the following components:

- collaboration among youth, parents, schools, business, labor, government, and community
- leadership by instructors and administrators that is flexible, responsive, and creative
- development of a progressive system that starts before high school
- integration of academic and career-related curricula, including work experiences and multiple options for the career component
- provision of career information, guidance, and counseling support services
- development of meaningful credentials for students
- emphasis on lifelong learning and assurance of access to postsecondary education

AED Sites for OERI Study

1 Sitka, Alaska
2 Veradale, Washington
3 Eugene, Oregon
4 Pasadena, California
5 East San Gabriel, California
6 Roy, Utah
7 Phoenix, Arizona
8 Rothsay, Minnesota
9 Kalamazoo, Michigan
10 Dayton, Ohio
11 Louisville, Kentucky
12 Baltimore, Maryland
13 Charlottesville, Virginia
14 Fort Pierce, Florida

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Sitka, Alaska

Mt. Edgecumbe High School (MEHS)

"I like our classes because the teacher is not the boss; you're on the same level."

— student

Mt. Edgecumbe High School is an extraordinary example of a school preparing students for a dynamic global economy. Because MEHS is Alaska's only public residential school, students come from all over the state and represent many different ethnic groups. MEHS classes reflect Alaska's close ties to the Pacific Rim, and emphasize the development of entrepreneurial skills. Because Alaska's geography requires distance learning, administrators have identified technology as the future of work and learning and invested substantially in equipment and training to ensure that students are able to hook into computer networks and operate sophisticated equipment. Above all, because success in the future requires the ability to change, adapt, and engage in critical thinking, MEHS helps students develop self-determination skills and engage in a process of critical review and evaluation. The process is guided by the business-derived principles of Total Quality Management and MEHS's own Continuous Improvement Process.

Key features:

- emphasis on entrepreneurship, critical thinking, technology, and Pacific Rim studies
- engagement of students and staff in school restructuring
- creative ties to global economy

Contact: Todd Bergman, Quality Coordinator (907) 966-2201

Veradale, Washington

Student Career Opportunity Paths In Education (SCOPE)

"My daughter gets so excited talking about this program, seeing what she's doing applied in a practical way."

— parent

At Central Valley High School, half an hour from downtown Spokane, Washington, all students take part in SCOPE, a comprehensive career information and guidance program designed to get students thinking about possible careers before they begin high school. Through inventories of their interests, experiences, and skills, students identify with one of six career paths, each of which contains many career options. Students can then access both printed and computerized information about the education they would need to pursue a specific career. Equally fundamental to SCOPE is the infusion throughout the school curriculum of career-related activities, ranging from research assignments, to speakers, to work experiences. The school hired an experienced local business leader to arrange community placements to provide students with career experience.

Key features:

- career information, assessment, and guidance system
- career-related activities infused across the curriculum
- community resources coordinator

Contact: Dan Ruddell, Community Resources Coordinator (509) 922-6750

Eugene, Oregon

Youth Transition Program (YTP)

Policy makers and practitioners across the country agree that the creation of a seamless school-to-work system for youth requires restructuring systems, but Oregon is one of the few states that has begun restructuring on a statewide level. Oregon's Youth Transition Program is a collaborative effort among the Oregon Department of Education, Oregon Vocational Rehabilitation Division, University of Oregon, and public schools in local communities across the state. YTP currently operates in 26 sites across Oregon, helping youth with disabilities make the transition from school to work. YTP aims to provide a "new pattern of services" to students with disabilities by achieving two goals: enhancing the ability of students to enter competitive employment after leaving school, and creating systemic change within schools and agencies serving students with disabilities.

"I have a half day of book education and a half day of work experience. Working at the metal products company has helped me with my math considerably."

— student

Key features:

- statewide program building on extensive interagency collaboration and resource redistribution
- focus on students with disabilities with wider application for all students
- job-related instruction in academic, vocational, independent living, and personal/social areas

Contact: Dr. Mike Benz, Associate Professor, University of Oregon: (503) 346-1408

Pasadena, California

Graphic Arts Academy

To the north of Los Angeles, Pasadena High School educates a multicultural population whose diversity reflects the changing face of the United States in the 21st century. The Graphic Arts Academy is a school-within-a-school, serving about 100 students in grades 10-12. The Academy resulted from a partnership between the high school and the Printing Industry Association of Southern California, which represents more than 1900 printing businesses in the greater L.A. area. A team of five teachers is responsible for the integrated curriculum, which combines academic instruction with vocational training in classes deliberately kept smaller than regular high school courses, allowing for more cooperative learning and student-teacher interaction. Sophomores and juniors take almost all their course work within the academy; as seniors, they take advanced courses at Pasadena City College.

Student at the Graphic Arts Academy

Key features:

- academy model
- academic and vocational integration
- active partnership with industry association

Contact: Alma Dillard, Coordinator, Partnership Academies: (818) 568-4549

East San Gabriel, California

East San Gabriel Valley Regional Occupational Program (ESGVROP)

Student at worksite training location

Serving many minority and poor students in an area threatened by gangs, the East San Gabriel Valley Regional Occupational Program (ESGVROP) is an outstanding example of an urban school system rising to the challenge. ESGVROP provides vocational, academic, and support services to prepare students to continue their education or obtain employment after high school. Emphasizing active collaboration, ESGVROP cultivates partnerships with businesses, service agencies, and other educational institutions. Business partners serve on advisory committees, provide labor market data, serve as mentors and job coaches, and provide classrooms for worksite training. Classes are articulated with postsecondary institutions, in some cases through baccalaureate programs. Administrators and staff of ESGVROP strive for flexibility in arranging transportation and schedules and providing other support services. An emphasis on research conducted in collaboration with other educational institutions drives the development of ESGVROP programs.

Key features:

- more than 300 collaborative partnerships with business and community
- articulation with several postsecondary institutions
- reliance on research and program assessment

Contact: Dr. Laurel Adler, Superintendent: (818) 960-3625

Roy, Utah

Roy High School

"The competency-based certification of students' skills is useful to us when we try to sell students to employers."

— service agency representative

Options are almost unlimited for students at Roy High School. Because Roy is part of a state-level reform effort, administrators are able to develop flexible schedules for students, resulting in early graduation, innovative use of credits, and articulation with postsecondary institutions. The core of Roy's innovation lies in its comprehensive counseling and guidance program, which culminates in a Student Education and Occupational Plan (SEOP) individually crafted for each student. SEOP sessions, held with students and their parents several times a year, involve a process of career exploration, self-awareness, career choice, and identification of an appropriate course of study. Students learn more about their options through extensive counseling, a career center with computer accessibility throughout the school, a workplace skills course, and assistance from the local job services agency. Students must meet standards in communication, critical/creative thinking, social and personal development, self-motivation and adaptability, and preparation for post-high school.

Key features:

- comprehensive guidance and counseling program
- individual Student Educational and Occupational Plans
- early graduation and expanded day, week, and year courses

Contact: Paul Puzey or Sharon Kamp, Roy High School: (801) 774-4922

Phoenix, Arizona

Metro Tech Vocational Institute

The defining fact of life for Metro Tech is its students, about one-third of whom have dropped out of school or never attended high school at all. They face many barriers to completing their education, ranging from poverty and illiteracy to single parenthood. Metro Tech has responded with a school-to-work initiative that is not a single innovation, but rather a collection of elements held together by a vision for accomplishing fundamental school reform within a vocational school. These elements include curriculum integration, campus-based student enterprises, work-based internships, and technology-based instruction. Metro Tech has a history of long-term partnerships with such major businesses as Honeywell Commercial Systems Flight Group, AAA of Arizona, Big 4 Restaurants, and Goodwill Industries, which have made extraordinary contributions to the school and its students.

"Everyday you learn something new.... We've learned more than we immediately need to know, but that's good."

— student employed in electronics field

Key features:

- academic and vocational integration
- technology-based instruction
- campus-based enterprises

Contact: Martin Hoeffel, Principal: (602) 271-2600

Rothsay, Minnesota

Tiger, Inc.

The rural town of Rothsay, Minnesota boasts a population of 450, harsh winters, a lagging economy—and an innovative high school which addresses these issues and prepares its students for work in creative ways. Rothsay High School's success lies in its ability to adapt to challenging economic circumstances and prepare its students to do the same. Supported by a faculty advisor, students in Rothsay High School formed a corporation, Tiger, Inc., in 1991. Tiger, Inc.'s first enterprise was in response to community need: the students took over the town's failing grocery store. Rothsay students receive credit for their work with Tiger, Inc. and for staffing the grocery store and the Rothsay hardware store in capacities such as accounting, advertising, office work, and carpentry. Rothsay students also host an entrepreneurial workshop for students and educators from across Minnesota. Teachers attempt to integrate vocational and academic study, teaching specific work skills as well as exploring careers.

"Operating a grocery store requires 100% mastery by the students—because that's all the bank will accept."

— school administrator

Key features:

- student-run enterprises
- offers students work experience despite a limited economy
- informal but powerful community ties

Contact: Pat Conn, Principal: (218) 867-2117

Kalamazoo, Michigan

Kalamazoo Valley Consortium Education for Employment Program (EFE)

"My class teaches you how to feel it, not just read it. That's where change takes place—when you're doing instead of just reading."

— student

A county-wide consortium, EFE coordinates a system of occupational education throughout Kalamazoo County, an area that includes 1.7 million students and nine school districts. The EFE's mission is to provide all students with opportunities to obtain basic educational skills, occupational skills, and employability skills. The system consists of more than twenty occupational programs, including several worksite-based programs, counseling and information services, and articulation agreements. The EFE has successful partnerships with major businesses such as the Radisson Hotel and two local hospitals, which have provided facilities for worksite-based programs. Kalamazoo Valley Community College is a full member of the consortium. The system has its own staff: an assistant superintendent, three area administrators, and several vocational counselors and workforce entry coordinators.

Key features:

- county-wide system based upon a decade of K-14 collaboration
- network of administrators and workforce entry coordinators
- worksite-based occupational programs

Contact: Irv Cumming, Assistant Superintendent: (616) 381-4620

Dayton, Ohio

Patterson Career Center

Dental assistant students

Originating in 1913 as one of the first cooperative education centers in the United States, the Patterson Career Center today tackles the many serious problems that confront urban school systems. Patterson strives to offer its students, 82% of whom are disadvantaged, a variety of options in an administrative structure that promotes participatory management within a broader restructuring process. Working closely with the local community college and employers, Patterson Cooperative High School offers 11th- and 12th-grade students a schedule that alternates two weeks of classroom instruction with two weeks of full-time work at the job site in an eleven-month school year. Teams of academic and vocational instructors hold regularly scheduled "cluster" meetings several times a week to assure that academic and vocational components are integrated.

Key features:

- administrative flexibility
- alternating academic and work experience
- strong long-term ties with local community college and local employers

Contact: Tim Nealon, Principal: (513) 222-6301

Louisville, Kentucky

Shawnee High School's Aviation Magnet

Flying planes, arranging travel reservations, calculating complex flight patterns and time zones, running a cruise ship, and repairing complicated technical equipment—this is all in a day's work for students at Shawnee High School's Aviation Magnet. Within the two strands of Aviation and Travel & Tourism, students actively engage in learning the concepts of their chosen industry, couched in practical examples and the real-life experience of instructors and students. In the Aviation program, students participate in flight training and can earn a Federal Aviation Administration Certified Pilot's License or Federal Communications Commission License by the time they graduate. Students in Travel & Tourism participate in domestic and international internships in which they study and are responsible for all aspects of hotel, travel agency, and cruise operations.

Key features:

- magnet program
- active partnership with major area industry and local employers
- interdisciplinary curriculum

Contact: Mike Rowland, Aviation Coordinator (502) 473-8689

Baltimore, Maryland

Baltimore Commonwealth

The Baltimore Commonwealth is an unusual partnership through which the city's business, education, community, and government sectors have joined forces to try to improve the prospects of Baltimore's high school students for academic achievement, college opportunities, employability, and personal development. Baltimore's Office of Employment Development has created a one-stop shop for student services and for businesses interested in employing students. Under the aegis of the Commonwealth, an array of programs and services is provided, ranging from internships to summer jobs to permanent employment, from career exploration to job readiness skills preparation. Career Clubs for seniors, offered during the school day at high schools, provide career counseling and coaching to students on specific job-getting and job-keeping skills.

Key features:

- city's Office of Employment Development plays key role
- career clubs for seniors
- emphasis on marketing to business partners

Contact: Karen Sitnick, Project Director (410) 396-6722

Charlottesville, Virginia

Comprehensive Employment Work And Transition (CEWAT)

Student at jobsite

Based in Charlottesville High School in Virginia, CEWAT was initially created to help students with disabilities find paid job placements and develop good work behaviors, but is undergoing its own transition as it expands its services to at-risk students. Through a partnership between the school and a private nonprofit employment and training agency, CEWAT provides job coaches who work with students to help them identify job prospects, apply for employment, and negotiate any difficulties that arise after they are hired. A network of employers, including a university dining service, grocery chain, and nursing home, have hired students through CEWAT. CEWAT also connects students to assessment services provided by the state Rehabilitation Services Administration and to skills training provided by the vocational-technical center. The process of developing Individual Education Programs (IEPs) for students with disabilities now includes planning for transition to work.

Key features:

- school partnership with a private nonprofit employment and training agency
- support system of job coaches and school-based coordinator
- IEPs that incorporate transition planning

Contact: Lee Davis-Brown, Vocational Planner: (804) 296-5131

Fort Pierce, Florida

Performance-Based Diploma Program

"We have a chance to come back and change our futures."

— student

Situated in Fort Pierce, Florida, the Performance-Based Diploma Program enrolls students from throughout St. Lucie County who are dropouts or considered at risk of dropping out. Designed as a school-within-a-school, the program is a self-paced mastery learning program. Students master academics through a computer-assisted instruction (CAI) program in English, Math, and Science/Social Studies. Instructional leadership is crucial, for although the computer provides the lessons, teachers must be able to help any student in a classroom of 30 pursuing 30 different lessons. For vocational study, students choose from traditional high school vocational classes, a dual enrollment program at the community college, entering an internship program, or employment at a job they find on their own. All students participate in individual and small group peer counseling.

Key features:

- self-paced mastery learning
- school-within-a-school
- options for vocational study

Contact: Claudia G. Van Patten, Lead Teacher: (407) 468-5880

AED Papers and Products on School-to-Work Transition

Career Passport — Student Workbook and Leader's Guide
by Ivan Charner and Robert Bhaerman. These publications describe a system for developing a student resume that presents the marketable skills gained through a wide array of life experiences.

Challenging Our Communities: Purposeful Action for Youth Transition from School to Work
by Bryna Shore Fraser and Ivan Charner. This book describes efforts in four cities to build effective coalitions of business, education, labor, government, and community-based organizations to implement programs for youth that connect education and work. A blueprint for community action is included.

Contextual Learning: A Critical Aspect of School-to-Work Transition Programs
by Alexandra Weinbaum and Anne M. Rogers. This paper examines the concept of contextual learning, its basis in contemporary research, and its application in school-based vocational education programs, work-based education programs, and service learning programs.

Electronic Database on School-to-Work Transition
NIWL staff maintain a computerized database synthesizing research on various areas of school-to-work transition, including: context, facilitating the establishment of school-to-work programs, roles and responsibilities of transition partners, and models and approaches.

Employers' Roles in School-to-Work Opportunities
by Patricia W. McNeil and Christine D. Kulick. This paper provides insights to policy makers and local program developers on employer recruitment and involvement in the design and implementation of school-to-work systems nationwide.

Evaluating School-to-Work Transition Programs
by Margaret Terry Orr. This paper focuses on a set of recommended procedures to evaluate school-to-work transition programs, especially providing feedback on program implementation and impact on targeted students, staff, school, and community.

Learning Work: Breaking the Mold in Youth Employment Programs
by Alexandra Weinbaum, V. Mitchell, and R. Weinstock. The authors of this book describe AED's role in an experimental project to reconceptualize the educational mission of youth employment programs funded by the Job Training Partnership Act in New York City.

Mentors at the Workplace: Critical Roles and Preparation
by Marc Freedman and Rachel Baker. This paper examines the concept of workplace mentoring regarding its potential to augment the development and employability of young people and to improve the workforce.

Minor Laws of Major Importance: A Guide to Federal and State Child Labor Laws
by Bryna Shore Fraser et al. This publication serves as a resource for employers, students, parents, and educators, listing federal and state-by-state restrictions and requirements for minors as well as key federal and state office phone numbers.

School Reform and Youth Transition: Literature Review and Annotated Bibliography
by Bryna Shore Fraser, Susan J. Hubbard, et al. This review surveys the current literature on school-to-work transition including core transition components, articulation between academic and vocational skills, contextual education, and apprenticeship.

School-to-Work Transition as a Part of Youth Development
by R. Shepherd Zeldin and Ivan Charner. This paper focuses on appropriate transition efforts for young people at various stages along the development continuum.

Systemic Change for Effective School-to-Work Transition
by Regina Kyle. This paper examines school-to-work transition in the broader context of school reform in the U.S. K-12 education system by examining Kentucky's education system and its largest school district, the Jefferson County Public Schools.

TREE: Transition Reform from Education to Employment
This quarterly newsletter provides updates on OERI/NIWL's School-to-Work Transition study, as well as information on useful resources and organizations for those working in the field of youth transition.

Working! A Guide for Young Adults
by Bryna Shore Fraser. This document covers important issues relating to youth employment, including the rights and responsibilities of youth and their employers.

Youth and Work: What We Know, What We Don't Know, What We Need to Know
by Ivan Charner and Bryna Shore Fraser. This product examines the literature and research on the costs and benefits of work experiences for youth and offers a series of recommendations for understanding the effects of work on students.

Other AED Resources for School-to-Work

Other offices within the Academy contribute important resources to the improvement of education and community services provided to young people. Through workshops and seminars, publications, projects, and technical assistance, AED staff provide expertise and specialized guidance to citizens in communities across the nation.

Disabilities Services are offered through two nationwide centers based at the Academy. The National Information Center for Children and Youth with Disabilities responds to more than 40,000 inquiries per year about disabilities. The Federal Resource Center for Special Education coordinates the technical assistance and training centers supported by the U.S. Office of Special Education Programs, to improve how states and territories educate children and youth with disabilities.

Youth Development is the special concern of AED's Center for Youth Development and Policy Research, whose mission is the definition and promotion of national and community-based strategies and standards for positive youth development, strategies that establish clear expectations for youth and for their communities. Through research and recommendations, the Center aims to persuade policy makers, practitioners, and the public to support the development of competent, committed, and assured youth.

Service to **Elementary and Secondary Schools** is the historical mission of AED's School and Community Services (SCS), which has in recent years expanded its work to focus on low-income, minority, and disadvantaged young people, whether they are in school or out. SCS emphasizes work in five areas: school reform and restructuring, literacy and youth employment, youth development, parent involvement, and teen pregnancy and parenting.

Higher Education is the special province of AED's Higher Education Management Services (HEMS) Department, which has helped more than 300 colleges and universities as well as state boards and multi-campus boards of higher education modernize programs and operations in response to economic, technological, and student population changes.

Together, these centers and departments work to increase the opportunities that young people have to enjoy academic success, employment, and economic self-sufficiency.

For more information on AED's School-to-Work Transition Initiatives, please contact:

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